



SPOTLIGHT x THE FESTIVAL

TEACHER GUIDANCE NOTES




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Spotlight aims to educate young people about the different sectors within the creative industry, with a specific focus on the various skills and responsibilities associated with each career. The activities and talking points will scaffold an initial understanding of the industry, develop an awareness of the varied career options and embed knowledge of the wide range of skills that can be attributed to the industry.

The project shines a light on roles that don't present themselves as being 'traditionally' creative. For example, a large proportion of activities are centred around the planning and organisation needed for different creative events. Being able to draw, paint or sing isn't the only way into the creative sector.

What you need to know before you start:

- The various resources and activities span across Maths, English and Science, skills and place a focus on specific subject content.
- For each subject there are three activities that link together and should be completed in the stated order.
- Students should work in small groups throughout the various activities.
- Each activity begins with a PowerPoint presentation that includes a group task and a follow-on resource to be carried out by students.
- Various facts about the creative sector are present throughout and can be revealed by clicking on the 'magnifying' icon.  Each fact also includes a relevant external link, simply click the fact to access this.
- The activities can be carried out at a time of your choice and should only last for 20–30 minutes.
- The subject based activities can be completed in any order and do not need to be delivered by a subject specialist.
- Use the buttons to navigate through the presentation slides and **not** your keyboard arrow keys.
- Make sure to avoid skipping through the presentation slides, as many aspects are 'revealed' as you move through the activities.
- Clicking during slides allows text to appear more quickly when needed.
- Where the slide reference exceeds five slides, this is simply due to a quiz taking place – questions, clues and answers.

All presentations and resources are available to download from the FutureGoals website. All video links can also be accessed through the site.

You'll find interesting video content on the FutureGoals Creative Inspiration Wall (futuregoals.co.uk/creative-inspiration-wall). Listen to creative individuals talk about their experience within the sector and the skills that they needed to achieve their dream career.

FUTUREGOALS.CO.UK/SPOTLIGHT



The Leeds City Region Enterprise Partnership (LEP) works across the public and private sectors to encourage growth and unlock Leeds City Region's potential. Their aim is to have our region recognised globally as a strong, successful economy where everyone can build great businesses, careers and lives. Together with their partner organisation, the West Yorkshire Combined Authority, their work spans the entire Leeds City Region. Find out more at the-lep.com

FUTUREGOALS

FutureGoals provides careers inspiration and support for all ages in Leeds City Region – covering Construction, Manufacturing and Engineering, Creative and Digital.

Part of this work is produced by FutureGoals, which provides inspiration and support to help people of all ages choose their career paths, give them the right skills and experience to start work or change career and provide vital links between education and employers. They provide resources about the most in demand jobs, which includes videos from people currently working in the industry. Many of these videos features roles that are present in the Spotlight project – to watch them visit futuregoals.co.uk/cc-creative



FUTUREGOALS.CO.UK/SPOTLIGHT

INTRODUCTION

The introduction presentation includes three different activities:

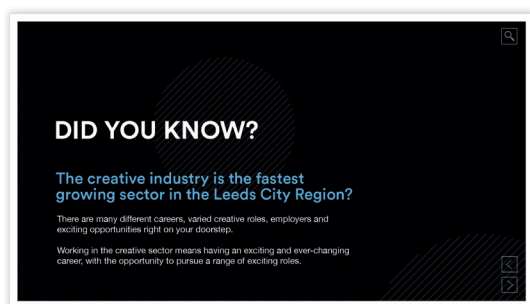
- Roles and Responsibilities
- Festival Brief
- Festival Location

The following printable resources are needed:

- Festival Brief (A4)
- Festival Location (A5 or A4)

The following video resources are needed:

- Creative Sectors
- The Festival x Promotion



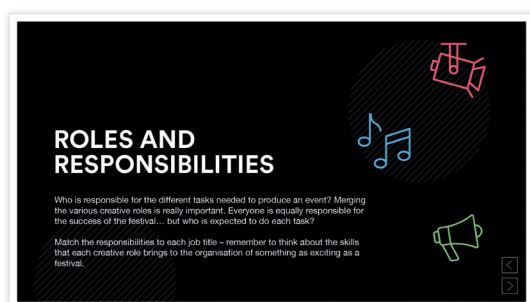
Did You Know?

Slides 1–18

This section of the introduction needs to be delivered by a teacher/practitioner as it includes information about the creative sector and has been designed to encourage group discussion. (Avoid skipping through slides too quickly here.)

On **slide 5**, you need to open the external video titled **Creative Sectors**. This short video reveals the six main sectors within the creative industry and takes you through their related roles.

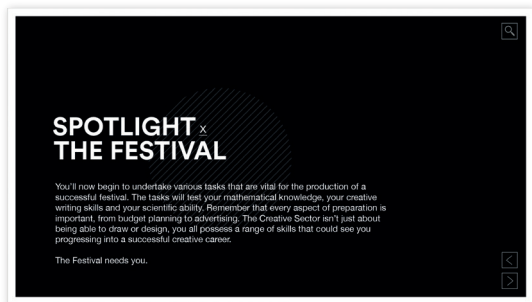
On **slide 10**, the various roles required to produce a festival are revealed and disappear to leave the six roles focused on during the programme. Each of the six roles are then explained in more detail. Spend time reading through each job description with students to clarify understanding.



Roles and Responsibilities

Slides 19–53

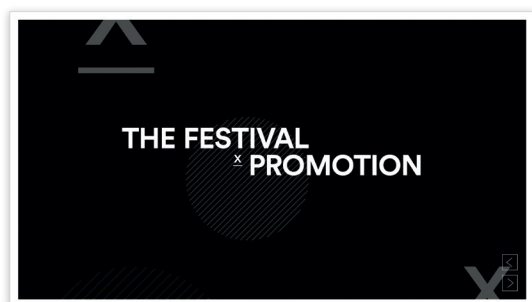
Who is responsible for each task? This is an **interactive matching** task linked to the key roles mentioned in the previous slides. A series of key responsibilities will appear on the screen and students need to decide who should carry out the 'job'. Up to three clues can be revealed to help students make the correct choice. Students can make an instant choice and find out if they are correct, or they can choose to reveal further clues.



Spotlight – The Festival

Slides 54–56

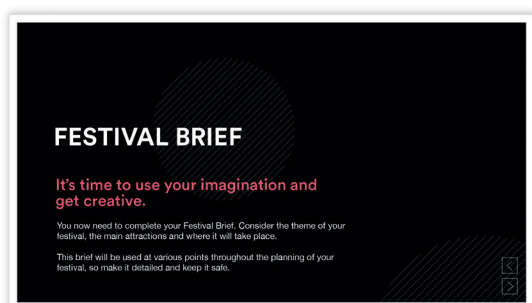
The main concept and purpose of the activities is now revealed. Students will be creating their own festival and working together to complete a series of tasks that result in the successful organisation of an outdoor event. To give students a bit of inspiration, the final slide of the introduction presentation will take you to a ‘promotional film’. After watching the film, it’s a good idea to have a quick discussion around ideas and roles that students might choose to take on.



The Festival x Promotion

Slide 56

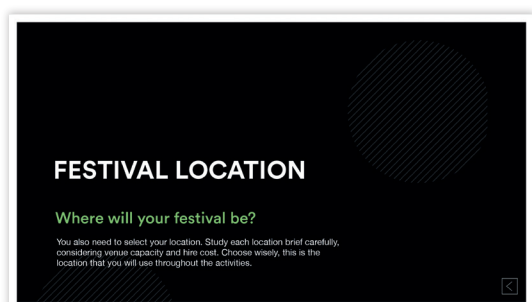
On this slide you need to open the external video titled **The Festival x Promotion**. The purpose of this film is to provide students with festival inspiration and ideas around advertising.



Festival Brief

Slide 57

Before completing any of the subject-specific activities, students need to complete their ‘**Festival Brief**’. This will give them a few definite ideas before tackling the various tasks.



Festival Location

Slide 58

Students will need to select a ‘location’ from the seven ‘**Location Cards**’. These documents are crucial and must be completed first – it is advised that students should keep these with them or that a member of staff should keep them safe in preparation for future lessons/time spent on the activities. Their chosen location will play a vital part in the Maths activities.

ENGLISH

The English presentation includes three different activities:

- The Advertising Campaign
- Going to Press
- Creating a Buzz

The following printable resources are needed:

- Your Campaign Plan (A3)
- Press Release (A4)
- Social Schedule (A3)

Each activity begins with a PowerPoint presentation that includes a group task and a follow-on resource to be carried out by students.

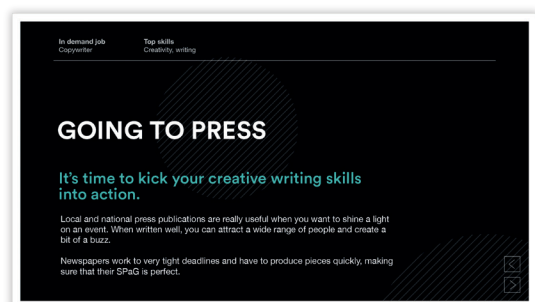


The Advertising Campaign

Slides 1–5

The purpose of this activity is to make students aware of the importance of promotion and advertising when it comes to large events. Students need to consider their intended audience and how they will reach them. Once the initial explanation has taken place, a series of questions will appear, giving groups the opportunity to discuss their campaign.

You will then need to distribute the **'Your Campaign Plan'** resource. Students should work with their group to plan exactly who they are trying to attract, key phrases they might use and the mode of communication that they will use. This activity will help them to complete the following English tasks.

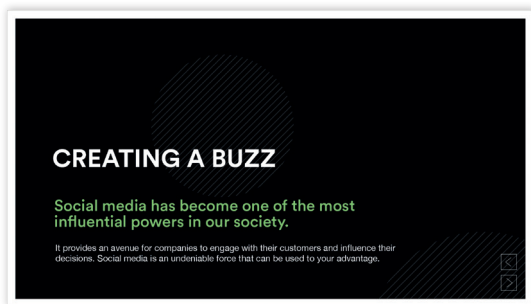


Going to Press

Slides 6–10

The purpose of this activity is to make students aware of the importance of accurate grammar and effective persuasive writing when promoting an event. After the initial explanation, a **proofreading task** will appear. There are multiple errors within the on-screen press release. To identify each error, simply click on the word or phrase that students believe to be incorrect – if they are right, the word will disappear and the correct answer will appear in a different colour.

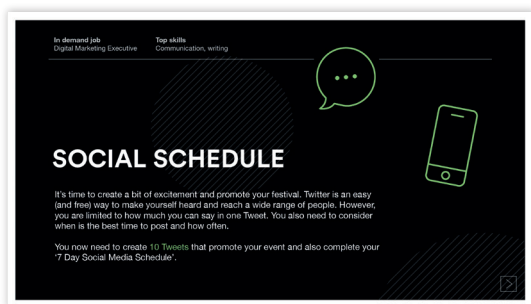
Following a brief explanation of a press release and its purpose, a series of 'tips' will appear, giving students guidance around writing their piece. You will then need to distribute the **'Press Release'** resource.



Creating a Buzz

Slides 11–28

The purpose of this activity is to make students aware of the impact that social media can have on the promotion of an event and the influence on people's opinions. After the opening explanation slide, students will begin to carry out a quick **social media quiz** (this can be completed as a whole class/group). Each answer includes a fact about the information in question.



Social Schedule

Slides 29–30

Once the quiz has been completed, the next task explanation will appear. For this final English activity, students must consider the impact of social media (specifically Twitter) and create a series of tweets that promote their event. The presentation includes guidelines around these tweets and a few things to be aware of.

You will then need to distribute the '**Social Schedule**' resource. Students will create 8 different tweets to create a buzz around their event – they also need to make a note of the day and time that each tweet will be posted.

MATHS

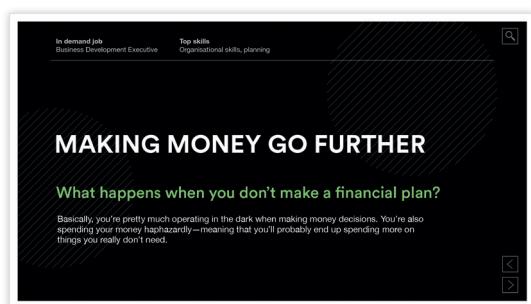
The Maths presentation includes three different activities:

- Making Money Go Further
- Map it Out
- The Clock is Ticking

The following printable resources are needed:

- Spend Wisely (A4)
- Budget Plan (A4)
- Map it Out 1 (A3)
- Map it Out 2 (A4)
- Build Schedule (A3)

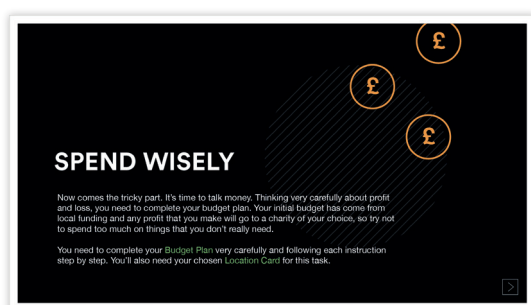
Each activity begins with a PowerPoint presentation that includes a group task and a follow-on resource to be carried out by students.



Making Money Go Further

Slides 1–22

The purpose of this activity is to highlight the importance of being financially 'savvy' and planning ahead to ensure a successful festival. The activity begins with a **world of finance quiz** – this can be carried out with the whole class/group. Each answer includes a fact to further students' understanding.



Spend Wisely

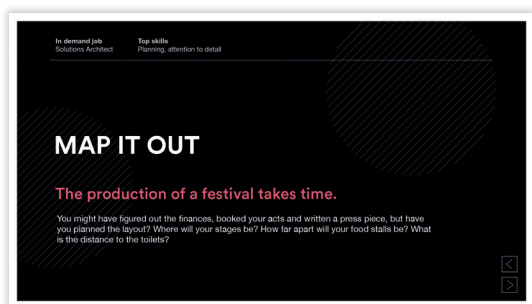
Slides 23–24

Following a brief explanation of making financial plans, it is now time to work out available profits, revenues, costings and final figures. Students need to refer to the location they selected during the introduction lesson (Harewood House, Roundhay Park, Thornes Park etc). You will then need to distribute the **'Budget Plan'** and **'Spend Wisely'** resources.

It is crucial that students have their **'Location Card'** for this task. As a group, they then need to create their financial plan (separate plain paper is quite useful at this stage). There are three steps for them to follow:

Step 1: Students need to complete their **'Budget Plan'** – here students will work out their available revenue based on the available profits from food stalls etc. This is a really important first step as it allows students to figure out their total budget before making deductions.

- Step 2: Students need to use their **‘Essential Costs’** sheet – these are costs that must be deducted from the total budget.
- Step 3: Students need to choose their **‘Optional Costs’** – this final section allows students to select all of the activities, events and shows that their festival will include, as well as the amount that they will spend on advertising.
- Step 4: For this final step, students need to refer to their **‘Budget Plan’** sheet and complete the total revenue, costs and final total table.

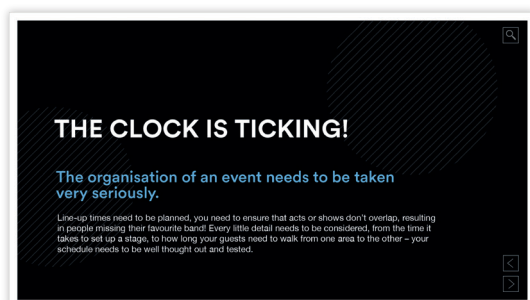


Map it Out

Slides 25–53

The purpose of this activity is to further embed the importance of planning ahead when creating an event. This task will test their awareness of space, area and their ability to map out each element of the festival. Following the brief introduction slide, the **essential vs optional discussion quiz** will appear. For this, there isn't a right or wrong answer. In turn, different physical elements within a festival will appear (such as toilets) and students need to decide whether each element is essential or optional and explain WHY.

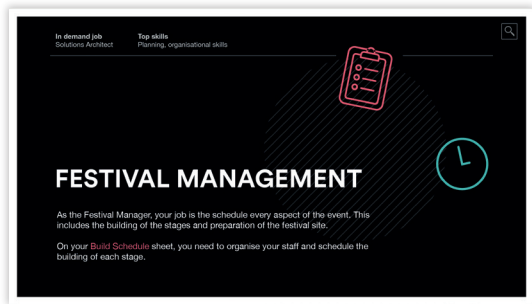
You will then need to distribute the **‘Map it Out’** resources, which include a blank location and a series of guidelines to follow. The map is set out in 50m squares and each festival item has a specific ‘spatial guideline’ (meaning the total area that it will take up). The resource also provides students with the ‘facility rules’, which students must follow carefully, and icons to represent each item (these can be cut out and physically placed on the map). The main aim is to place their items at specified distances away from each other and covering a specific amount of land space.



The Clock is Ticking

Slides 54–65

The purpose of this activity is to highlight the importance of having a well-organised plan for staff and the ‘behind the scenes’ production of an event. To begin with, students will tackle a series of **time-related Maths questions** – there are multiple options to choose from and answers will appear after each question.



Festival Management

Slides 66–67

For the final Maths task, you will need to distribute the **‘Build Schedule’** resource. For this activity, students need to plan the building of each stage and schedule the staff needed. The resource includes the time it takes for each construction plus the amount of break times each member of staff requires. Students have been given four stages to schedule (this is an amount not related to their location choice, simply to make the activity more straightforward for all students).

SCIENCE

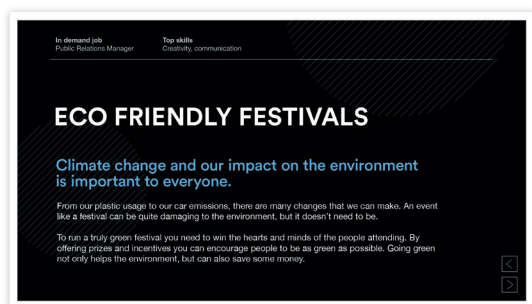
The science presentation includes three different activities:

- Eco-Friendly Festivals
- The Alternative Solutions
- Powering Your Festival

The following printable resources are needed:

- Environmental Proposal (A3)
- The Alternative Solutions (A5 or A4)

Each activity begins with a PowerPoint presentation that includes a group task and a follow-on resource to be carried out by students. It is a good idea to have these notes to hand for this section, as key facts are included to assist students with the **‘How much do you know’** activity.

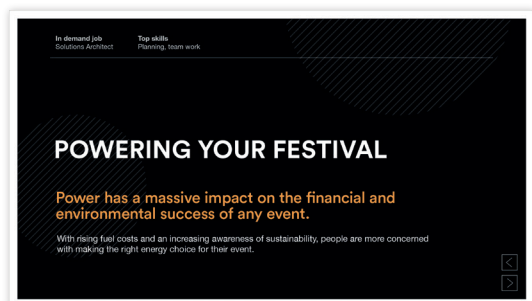


Eco-friendly Festivals

Slides 1–20

The purpose of this activity is to highlight the importance of making an event as environmentally friendly as possible, while also highlighting the current problems associated with outdoor events. Students will become aware of the simple changes that can be made to improve our impact on the environment. After the initial explanation slide, students can take part in a **climate change quiz** (this can be done as a whole class/group).

You will then need to distribute the **‘Environmental Proposal’** resource. The resource includes six different aspects to a festival that can be harmful to the environment. Students need to think of alternative solutions and also ways in which they will promote these options to their guests (trying to encourage change).



Powering Your Festival

Slides 21–27

The purpose of this activity is to make students aware of both renewable and non-renewable energy sources that can be used to power a large outdoor event. Students will be presented with information about non-renewable energy first and the harmful impact that it has on our environment. They will then be introduced to the renewable options. This is a really good opportunity to discuss students' views of this and any preconceived ideas. After the initial explanation, students will take part in a **group discussion task** called **‘How much do you know?’** This short task is based on historic incidents that have occurred due to the production of non-renewable resources. To assist further with their understanding, the following information provides everything that you need to know:

Useful Links:

<https://www.theguardian.com/environment/2019/feb/27/pollution-map-reveals-unsafe-air-quality-at-almost-2000-uk-sites>
<https://www.leeds-live.co.uk/news/leeds-news/dying-air-pollution-leeds-20-17635867>

Facts and information for each incident displayed are below:

The Chernobyl Disaster

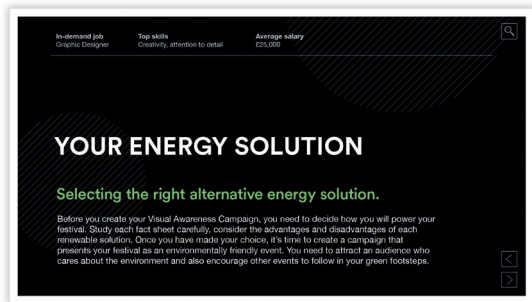
- The Chernobyl disaster was a nuclear accident that occurred on Saturday, 26 April 1986, at the No. 4 nuclear reactor in the Chernobyl Nuclear Power Plant, near the city of Pripyat in the north of the Ukrainian SSR.
- It is considered the worst nuclear disaster in history and is one of only two nuclear energy disasters rated at seven—the maximum severity.
- The power unexpectedly dropped to a near-zero level at one moment. A large amount of energy was suddenly released, vaporising superheated cooling water and rupturing the reactor core in a highly destructive steam explosion. This was immediately followed by an open-air reactor core fire that released considerable airborne radioactive contamination for about nine days.
- In the accident's aftermath, 237 people suffered from acute radiation sickness, of whom 31 died within the first three months.

Deepwater Horizon

- The oil drilling rig, Deepwater Horizon, exploded just before 10 p.m. on 20 April 2010.
- The explosion was triggered when natural gas suddenly burst through a concrete core on the oil well. There were 126 workers on the rig at the time; 11 of them were killed by the blast, while 17 others were injured.
- As Deepwater Horizon sank, oil began flowing unrestrainedly into the Gulf of Mexico. Four million barrels would spill before the leak was fully capped on 15 July.
- According to studies, over one million birds died as a result of the Deepwater Horizon disaster.

Chilean Mining Accident

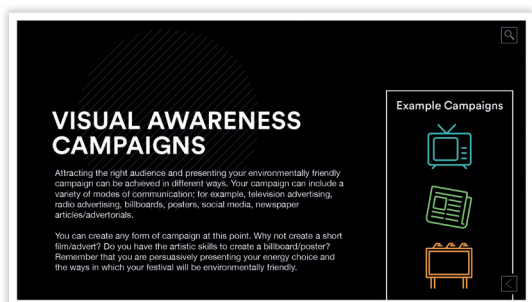
- The mining accident began on Thursday, 5 August 2010 with a cave-in at the San José copper–gold mine, located in northern Chile.
 - Thirty-three men, trapped 700 meters (2,300 ft) underground and 5 kilometres (3 mi) from the mine's entrance via spiralling underground ramps, were rescued after 69 days.
-



Your Energy Solution

Slides 28–29

You will then need to distribute the resource entitled **‘The Alternative Solutions’**. This resource is a comprehensive fact file for each of the named renewable energy resources. This is again, a good opportunity to discuss with students the areas that they already know and information that they weren’t aware of. Students need to select the energy source that they would like to use to power their event. The next slide outlines the final task.



Visual Awareness Campaigns

Slides 30–31

Finally, students will create their awareness campaign, which advertises and highlights their chosen energy solution. This final task incorporates skills learned in the English advertising task, social media task and the wide range of information gathered throughout the programme. Students can create a form of campaign of their choice: radio, television, posters, articles. This is an ideal opportunity to extend the task into future lessons, giving students additional time to create a broad advertising campaign for their festival, focusing on their eco-friendly elements.

FURTHER ACTIVITIES

All presentations and resources are available to download from the FutureGoals website. All video links can also be accessed through the site.

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futuregoals.co.uk/cc-creative

futuregoals.co.uk/creative-inspiration-wall

For further information related to courses in event production and videos linked to the activities, visit **www.backstage-academy.co.uk**

[FUTUREGOALS.CO.UK/SPOTLIGHT](https://futuregoals.co.uk/spotlight)

